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ABSTRACT

In this information packet for special education administrators, the literature on collaboration between regular and special educators is reviewed, issues relative to the implementation of collaboration are discussed, and eight model sites are described. After an introduction, distinctions between collaboration and consultation are drawn. Key principles of collaboration (complementary instruction, team teaching, and supportive learning activities) are considered, as are benefits of collaborative teaching (e.g., utilization of complementary teaching strengths) and potential barriers (interpersonal problems, traditional school structures, traditional attitudes regarding the dual systems of special and general education, and administrative mandates which violate the essential voluntariness of collaboration). The following issues in program development and implementation are specifically addressed: (1) time, (2) grading, (3) individualized education programs, (4) staff development, (4) curriculum accommodation and instructional modification, (5) teacher education programs, (6) reform issues, and (7) funding. Finally, programs at the following locations are described: Bakersfield (Vermont); Bloomington (Indiana); Redmond (Washington); Boulder (Colorado); Holt (Michigan); Littleton (Colorado); Albuquerque (New Mexico); and Gaithersburg (Maryland). Appendices include: a listing of responsibilities of both regular and special educators; definitions of various integration models; a sample format for integration model contracts; and sample elementary report card formats. (Contains 46 references.) (DB)

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Collaboration: Research and Practice

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1992

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The CASE Research Committee over the past two years has been identifying issues of the relationship between regular and special educators. This relationship has been expressed in many ways between administrators, between central office and school administration. It's been expressed in terms of related service personnel to teachers, and mostly it's been expressed in terms of new forms of cooperation between teachers.

Sandi Cole has been a high school department chairperson in charge of special education for many years. She also has been a primary force in collaborative teaching in her high school. She has spent the past four months preparing this review at the request of the Research Committee. We hope you will find her work enlighting and useful.

On behalf of the CASE Executive Committee I would like to thank the committee for their consultation on this paper.

Abstract of the paper is presented below.

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ABSTRACT

Collaboration is an often used misunderstood concept in education today. The literature on restructuring of schools and the merger of special education and regular education systems recommends collaboration between teachers as an effective instructional model. A large numbers of students with disabilities in this country spend all or most of their school day in general education classrooms, other students with disabilities are, for the first time, being served with their peers in general education classrooms. Collaboration is a critical skill in any school, regardless of the service delivery model in place.

In this information packet, the literature on collaboration is reviewed, issues relative to the implementation of collaboration are discussed, and a description of eight model sites around the country is provided.

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"The integration of professionals within a school system
is a prerequisite to the successful integration of students.
We cannot ask our students to do those things
which we as professionals are unwilling to do"

Harris, 1987

INTRODUCTION

In 1975, Congress passed P.L. 94-142, the Education for All Handicapped Children's Act, which gave children with disabilities access to education. For many in the field of special education, practices since the passage of this act have brought about the need to reflect upon the meaning of that victory. What represents the least restrictive environment? How do programs for students with disabilities interface with the overall call for educational change? Although there are sections in the various nationwide reform reports that have direct implications for special education, the relationship between regular and special education has received little attention in these reports. For the most part, students with disabilities have been the focus of a separate debate about the future of special education.

For many practitioners in the field, the challenge is how to create exemplary programs for ALL students. Schools that intend to move toward this goal must question the conception and design of education as a whole, and particularly the dual systems of special education and regular education. The vision of a system of equity and excellence for all children drives the values and beliefs of those who are accepting the challenge of providing exemplary programs for all students and those who are involved are working collaboratively to teach all students.

The concept of collaboration is critical to the successful integration and inclusion of students who learn differently.

> By design and by talent, we were a team of specialists, and like a team of specialists in any field, our performance depended both on individual excellence and on how well we worked together. None of us had to strain to understand that we had to complement each others' specialties; it was simply a fact, and we all tried to figure out ways to make our combination more effective.
>
> Bill Russell, Boston Celtics
> (Senge, 1990, p.233)

Teachers must work as a team, bringing skills, attitudes, competencies and expertise to the learning environment. Ownership must be shared, and the school must be viewed as a "whole" school.

The purposes of this paper are to review the current literature on collaboration, discuss the issues relative to implementation of collaborative teaching between teachers in special and regular education and to provide examples of teachers who are successfully implementing collaboration in their schools from model sites across the country .

DISTINCTION BETWEEN COLLABORATION AND CONSULTATION

Collaboration and consultation: these two concepts are often used synonymously to mean the same thing, and in fact, much confusion exists with respect to the definitions of each word. It must be noted that, while each is a distinctly different and valued model, each serves a unique purpose and provides different returns (Hord, 1986). There is ongoing debate with respect to using both collaboration and consultation as an integrated model as well as criticism of consultation as an expert based model (Johnson, Pugach and Hammittee, 1988). The problem is that the idea of special education consultation as a training base model, where teachers of special education provide training in "special education skills" to general education teachers, only serves to emphasize the role of special education teachers as the person who has the expertise to "fix" the general educator. This attitude only serves to maintain the segregated and separate system of special education. Collaboration is not possible without parity, and parity is not an integral part of a consultation model.

Consultation is a term which is grounded in other human services professions. In these professions, consultation usually emerges when there are too many clients to be managed in the traditional direct service mode (Gallessich, 1982). Thus, the influence of and the use of professional knowledge could be greatly increased and multiplied (Gallessich, 1982; Friend, 1988; Caplan, 1970).

Within the various human service disciplines, professionals have attempted to define the term consultation. A generic definition describes consultation as a voluntary process in which one professional requests the expertise of another to address a problem or opportunity.

Collaboration is not new to the literature. Prior to the mid-1980's, collaboration was discussed in reference to conflict management, leadership and decision making styles. More recently, however, a new perspective of collaboration has emerged. Collaboration processes and skills are seen as extending to a broader range of behaviors and personnel within the school organization. Slavin (1988) talks about collaboration among people working toward a common goal producing more than the individuals working alone. Lieberman (1988) calls for organizational reforms in which new dialog takes place and a new set of organizational arrangements are created so that all members of the school community can be involved in building a collaborative culture.

Collaboration is not simple to define. It is not one attribute or activity but rather a range of practices that can involve two teachers or an entire faculty. Smith (1987) cites five elements that characterize the collaborative school:

1. The belief that the quality of education is largely determined by what happens at the school site.
2. The conviction that instruction is most effective in a school environment characterized by norms of collegiality and continuous improvement.
3. The belief that teachers are responsible for the instructional process and accountable for its outcomes for all students.
4. The use of a wide range of practices and structures that enable administrators and teachers to work together on school improvement.
5. The involvement of teachers in decisions about school goals and the means for implementing them.

Cook and Friend (1989) are more precise in stating their definition of collaboration. It is "a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal".

Three levels of school organization have the potential to be influenced by collaboration. At the first level, administrators and teachers work collaboratively to make decisions about such aspects as curricula, teaching assignments, instructional strategies, goals, and staff development. At this level, leaders and followers raise one another to higher levels of motivation and morality and their purposes become fused. There is mutual support for a common goal. Schools become centers of renewal, where administrators and teachers, working together, engage in a kind of inquiry in which educators generate and use knowledge. Senge (1990) defines this as "team learning". He states that treating each other as colleagues acknowledges the mutual risks and establishes some security in facing the risk. He points out that it is easy to feel "collegial" when everyone agrees, but the real power of seeing each other as colleagues comes into play when there are differences of view and when "adversaries become colleagues with different views." (p.245)

A second level is the teacher to teacher level. Smith (1987) defines this as the informal and formal interaction about instruction among teachers which distinguishes the collaborative school from schools with "democratic management" and participative decision making. Historically, teachers tend to go their own ways with little incentive to cooperate and integrate individual knowledge and expertise. Collaboration encourages intellectual sharing which promotes feelings of unity and cohesiveness. Lieberman (1988) states "teachers can cooperatively solve problems related to their students, help one another discover and explore new ways of working, and take

responsibility collectively for what happens in the school".

The third level of collaboration is student to student, or cooperative learning. This is a specific method of instruction in which children share the responsibility for each other's learning. There is an emphasis on "positive interdependence" and "individual accountability".

The literature is filled with a number of key characteristics used to described collaboration and consultation. A comparison of characteristics is quite helpful in understanding the similarities and differences between the two processes. Friend and Cook (1992) have put together the following key characteristics for consultation and collaboration:

1. Both collaboration and consultation are voluntary; voluntariness is a most basic characteristic of each relationship. Neither can be coerced or mandated.
2. Collaborative relationships are based on the existence of parity while consultation is based on an expert relationship. The reason for a consultative relationship is the expertise which the consultant brings to bear on the problem. Collaboration, on the other hand, requires that participants share a co-equal status where each individual's contributions are equally valued and each has equal power in decision-making with respect to a particular collaborative activity.
3. Collaboration is direct, while consultation is indirect. Consultation most often deals with a problem or concern of a person or group; the consultant works directly with the consultee who in turn provides the services to the student. In collaboration, the primary focus is the direct interaction between two or more individuals who are collaboratively providing a service.
4. Collaboration involves shared responsibility and accountability while consultation involves a differential assignment of responsibility and accountability.
5. Collaboration is a style of interaction or an approach to a process, while consultation is a problem solving process. Consultation is a process involving a series of steps which lead to a solution to a problem; the relationship is temporary and ends once the problem solving cycle ends. Collaboration can only occur within the context of some activity such as teaching, planning or problem solving, and cannot take place as an isolated activity.
6. Collaboration occurs in response to a goal or problem which is shared by the participants; consultation occurs in response to a particular problem identified as being problematic to the consultee.

P.L. 94-142 has been successful in setting up the mechanisms to assure that schools carry out their responsibilities for students with disabilities and has also been successful in assigning this

responsibility. It has not been successful in removing the barriers between special and regular education. In fact, a dual system has been maintained and students with disabilities have been kept away from the mainstream. The way in which we educate students reflects societal values. If a dual system is maintained in the educational system, it will continue to be maintained in society as well. Therefore, the distinction between collaboration and consultation is an important one when discussing the specific changes in the delivery of instruction for students with disabilities.The characteristics associated with consultation will only continue to maintain the division between special and general educators. As long as special educators are perceived as having some kind of "specialness" with expert knowledge in teaching certain students, the responsibility for educating ALL students can never be shared.

Many in the field of special education have called for an end to the dual systems of special and regular education. However, if this is to happen at the most basic level of the school and classroom, then the prevalent attitude among teachers must be that of cooperation and collaboration. The idea that these are "our" kids, not yours and mine can only be achieved by sharing expertise and knowledge. Stainback and Stainback (1984) stressed the importance of emphasizing the idea that there are not two distinct groups of students (regular and others who deviate from the norm) but rather that all students fall within a continuum of physical, social, intellectual, and psychological characteristics. They argue that each student is an individual who differs from others. The practice of labeling students by disability points to the difficulties of schools to adapt to extreme individual differences within the regular education system. Labeling children as disabled and segregating them for instruction, however, does not make the instruction more effective.

If special education is to no longer be viewed as a separate entity but as a part of an integrated whole, then collaboration must take place between special and regular educators. A joint statement written in 1987 by the National Education Association, the Council for Exceptional Children, and the American Association of School Administrators says:

> Collaborative efforts among special educators, other members of the educational system, and various public and private agencies can help improve and expand the services available to exceptional children and we hope, improve and expand the services available to all children. We encourage the development of collaborative efforts that appropriately and effectively utilize professional and other resources at the local level. (p.3)

COLLABORATIVE TEACHING

The integration and inclusion of students with diverse learning needs requires a shift in the

fundamental assumptions and beliefs of teachers. How then can the fundamental assumptions and beliefs about how we educate all students be changed? Fullan (1982) states that "educational change depends on what teachers think and do." Lortie (1975) conducted a study which attempted to determine the status quo of teachers. Several key findings indicated that a) teachers work in isolation, b) teacher training does not equip teachers for classroom realities, c) teachers rely heavily on their own informal observations, d) teachers feel a sense of uncertainty regarding their performance, and e) teachers are frustrated because of "lack of time". Existing norms such as teacher isolation and the privacy of teaching can be fatal to new innovations or change efforts. Skrtic (1991) states that professional innovation is not a solitary act; it is a social phenomenon that takes place within a reflective discourse. There must be a division of labor which breaks through the boundaries of professional specialization; one in which multidisciplinary teams build new knowledge and skills.

Bauwens et al., (1989) have described collaborative teaching as follows:

> an educational approach in which general and special educators work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings. . . specifically, in cooperative teaching both general and special education teachers are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting. (p.18)

A service delivery model in which the special education teacher and the general education teacher provide direct instruction to all students within a general classroom setting offers opportunities for the merger of special and general education at the most important level - - the classroom. Greater diversity in student populations, a call for the decrease and/or elimination of ability grouping, a greater understanding of teaching and learning, and an increase in specialized knowledge in the disciplines will make collaboration and sharing of expertise among teachers more important. No single group of professionals will have all the expertise needed to work in traditional isolated settings. Collaborative teaching enables professionals with diverse experiences and expectations to creatively solve mutually defined problems and deal with the numerous challenges that education in the 1990s will present. No one would argue that there will be enough work to go around; the question is one of whether or not the professionals in schools are willing to work in a collegial atmosphere where they will no longer be the sole authority.

Bauwens, Hourcade and Friend (1989) offer some specific examples of collaborative teaching:

1. Complementary instruction: In this approach, the general education teacher maintains primary responsibility for teaching the specific subject matter. The special education teacher assumes primary responsibility for students' mastery of skills such as note-taking, attending, and identifying main ideas. These units could be provided by a short introductory period at the beginning of the lesson, at appropriate points throughout the lesson, and as a review at the conclusion of the lesson. For students not in need of the complementary instruction, the general education teacher might simultaneously assign and monitor enrichment activities based on previously covered material. The two professionals will collaborate in the lesson planning and preparation, as well as with classroom management and student evaluation.

2. Team Teaching: In this arrangement, the special and general education teachers jointly plan and teach subject content to all students. The particular roles and responsibilities of the teachers that are pertinent to the class are defined according to the individual professional's strengths. This arrangement is especially applicable to those situations where the special educator has dual certification.

3. Supportive Learning Activities: In this approach, both the general and special educators develop, plan and deliver instructional content in the general education classroom. The general educator maintains primary responsibility for delivering the essential content, while the special educator is responsible for developing and implementing supplementary and supportive materials to reinforce new skills and content. Both teachers are present and collaboratively monitor both types of learning activities. This approach is different from complementary instruction in that, in complementary instruction, the general educator teaches the content, while the special educator maintains responsibility for teaching students the survival skills necessary to acquire that content. In the supportive learning approach, the general educator introduces the academic content of a lesson, while the special educator designs supplementary activities to supplement and enrich the specific content covered by the general educator.

BENEFITS OF COLLABORATIVE TEACHING

The literature on teacher collaboration points to numerous benefits of this type of instructional model. Encouraging the collaboration of special education and general education for the purpose of improving the education of **ALL** children would "create an opportunity to bring the best of special education into the mainstream of regular education" (McLeskey, Skiba, and Wilcox,1990). It can be strongly argued that special education teachers have strategies which could be of great benefit to all students, not just those with labels. Other student benefits include a greater awareness and understanding of diversity, students with disabilities may attend their neighborhood schools, and students with disabilities can form meaningful and mutually rewarding relationships

with their non-disabled peers. A teacher involved in a collaborative program stated:

> I just wasn't too sure that [this class] would be in the best interest of the students. But now, that's changed. I think the [students with special needs] are learning math, are learning how to get along with other students. But above that, from the very beginning, there has been no hint to them that this was anything other than a regular math class. And I think that that does a lot for their psyche, a lot for the way that they feel about themselves. At our parents open house one month into the school year, a set of parents came up and whispered to me "Our son has never been in a regular math class in his school life and he is absolutely thrilled." And for me that spoke a lot for what we are trying to do, to raise the expectations of these students yet at the same time put them into a supportive environment where those expectations can be met.
>
> Flannery, 1991. (p. 9)

Collaborative teaching has many long range as well as immediate benefits for teachers. It utilizes the specific and unique skills which each professional brings to the classroom. Typically, general education teachers are knowledgeable about curriculum and are skilled and experienced in large group management skills. Teachers in special education have expertise in targeting areas of difficulty with respect to student learning and behavior and have the skills necessary to adapt and analyze instructional materials and strategies. Additionally, special educators have experience in developing individual programs to meet individual needs (Bauwens, Hourcade and Friend, 1989). A teacher, when left alone, is limited in terms of the instructional responses s/he can deliver to students in the classroom. The sharing of values, expertise, strengths and resources which develops from a collaborative relationship provides important professional benefits to all involved.

Johnson and Johnson (1987), in their meta-analysis of the research comparing cooperative, competitive, and individualistic efforts, show the following results for adults:

1) Cooperative efforts promote more positive interpersonal relationships than do competitive or individualistic efforts.
2) Cooperation promotes greater social support among adults than do competitive or individualistic efforts.
3) Cooperation among adults tends to promote higher self esteem than does competition.

Maeroff (1988), suggests that at this level of collaboration, other relationships can evolve, such as those between teachers and universities and teachers and the business community.

Another benefit specific to the teacher of special education is that s/he "becomes a part of the

whole." The role of the special education teacher becomes more integrated with other aspects of the school and the individual is perceived by others as a member of the specific faculty and not of a separate system. The degree of labeling of students and teachers is lessened. This type of teaching arrangement may help prevent stress and burnout which can result from working in segregated and isolated environments. Initial data suggests that working within an integrated setting wherein general education skills and knowledge can be used may enhance job satisfaction and stability (Bauwens, Hourcade and Friend, 1989). Hord (1986) identifies four benefits perceived by individuals who are collaborating with each other:

1) joining of resources and division of labor,
2) alleviating academic isolation,
3) sustaining motivation through commitments to others, and
4) creating energy through the interpersonal relationships which are formed.

Over time, working in the same classroom with a colleague affords additional professional growth opportunities with respect to instructional strategies, teaching styles, and classroom management techniques. All of these have concrete implications for instruction.

> I've learned more than I thought I would from this. [My co-teacher] knows a great deal about focusing on the individual, and their strengths and weaknesses and so on, and how they may perceive things differently from another individual. More than I do. And I've learned a great deal about that from him because he has had small groups of students for a long period of time and he has worked on a lot of different subjects and has really developed a good picture of what a student is like. And he says he has learned things from me about handling larger groups of people. So it has been an interesting mixture of skills and I think that that mixture is well done now. We both know more now than when we first started. We are both better teachers.
>
> Flannery, 1991 (p.13)

Teachers begin to believe that learning is possible for all students and that they indeed have access to the knowledge and skills necessary to teach all students. According to Lortie (1975), "the teacher's craft. . . is marked by the absence of concrete models for emulation". He further states that "the lack of a technical culture, an analytic orientation and a serious sharing and reflection among teachers creates ambiguity and ad hoc-ness." These norms can be changed through collaborative relationships.

POTENTIAL BARRIERS TO COLLABORATIVE TEACHING

While new competencies, communication links and improved teaching may emerge as benefits of collaborative teaching, an inability of professionals to develop working relationships, traditional organizational structures, teachers' attitudes and beliefs and administrative mandates can be significant barriers to successful collaboration. It cannot be assumed that collaboration is a simple and easy technique or that teachers innately own the skills necessary for forming a collaborative relationship. Peter Senge (1991), in his book The Fifth Discipline, states:

> teams must learn how to tap the potential for many minds to be more intelligent than one mind. While easy to say, there are powerful forces at work in organizations that tend to make the intelligence of the team less than, not greater than, the intelligence of individual team members.(p. 236)

A collaborative "team" of teachers requires the development of professional skills not typically associated with teaching. Many teachers involved in collaboration describe the relationship like that of a marriage: the partners must continually work and re-define each other's roles and responsibilities. True collaboration requires a partnership in which each partner recognizes the limits of their own training and the nature of their own professional biases. Ritchie (1989), in his study of collaboration in three suburban schools, states that the pursuit of collaborative relationships is a worthwhile undertaking, yet one that is far more complex and taxing than most of the teachers had anticipated. It turns out to be a more radical than conventional approach to school improvement, for it challenges long established and comfortable work relationships, and deep-rooted norms of independence and isolation which exist in most schools. Collaboration is often diminished, or not achieved at all, because of:

1. different motivations for collaborating
2. confusion regarding roles and responsibilities
3. lack of commitment and effort on the part of a team member, and
4. lack of attention to social relationships and interpersonal skills

(Abelson and Woodman,1983).

A second barrier to the implementation of collaboration is the traditional way in which schools are organizationally structured. Lack of flexibility in the school day, the school week, and the school year prevent educators from developing structures which best meet student needs. The industrial model, where standardization and ordered scheduling prevails, can be a major barrier to successful collaboration. Gladder (1990), in her study of collaborative relationships in high schools, found seven organizational conditions that constrained collaboration:

1. the schedule,
2. physical facilities,
3. time,
4. norms of privacy and isolation,
5. teacher rewards,
6. autonomy, and
7. staff relationships.

Many of these conditions and practices are associated with the bureaucratic structure of schools. They are in place to ensure the rational planning and smooth operation of education. Secondary schools, in particular, are typically organized by discrete subject matter disciplines and the school day is broken into segments. While this organizational structure may indeed facilitate order and control, it tends to isolate and compartmentalize teachers. It further encourages teachers to view themselves as specialists, with little need to mediate their relationships with other teachers.

A third barrier deals with the attitudes and beliefs which have traditionally supported the dual systems of special and general educationl. Friend and Cook (1992) talk about three emergent characteristics of collaboration: trust, a sense of community, and a value for this interpersonal style. They mention these as outcomes as well as prerequisites. They are really attitudes or beliefs which to some degree must be present at the onset if collaboration is to take place and they require some risk-taking on the part of the individual. Some individuals may not be as ready as others to take these risks or may not fully understand that these risks exist. A participant may be extremely disappointed when an attempt to build trust is rebuffed or s/he discovers that not everyone shares a belief in collaboration to the degree s/he thought.

This cooperation may also be difficult because of educators' attitudes and beliefs which hold that the field of special education has a unique and special expertise separate from general education. If little opportunity has existed for teachers of general education and special education to interact and cooperate in other aspects of the school, it could be difficult for some to shift their attitudes and step out of traditional roles.

A final barrier to the successful implementation of collaborative teaching is administrative mandates which require teachers of special and general education to work together. This violates the voluntariness which is necessary for collaborative relationships to develop. Friend and Bauwens (1988) state that the absence of voluntariness may contribute to resistance to change and the sense of being coerced into a relationship will never help bring special and general educators together. Interpersonal relationships can never be ordered or mandated. Rather than administrative mandates, schools need administrative leadership where the culture of the school invites critical thinking, reflection and risk-taking. Administrators in these schools help to set the expectations

and provide the resources to make things happen.

ISSUES

Time:

An important condition in collaboration is time. A school's inability to provide the necessary time for collaboration can become a major barrier. The time issue raises a potential source of difficulty for achieving parity in school settings in which time for working with colleagues is given to some teachers and not others (Friend and Cook, 1990). Collaborative teaching requires open dialogue among those participating; it requires common time for participants to share successes and failure, to reflect on the activities which took place during the day and to plan for future instruction. Providing conditions which enable teachers to interact represents an untapped resource for reducing the personal costs of change. Time for collaboration outside of the classroom setting cannot be added as an afterthought or through voluntary work after hours. It must be a planned and integrated part of the profession (Fullan, 1982).

The issue of time is not one that can always be easily resolved to satisfy everyone. However, administrators and teachers can work together to develop creative approaches to scheduling and use of resources. Listed below are some examples:

1. Contracting with a permanent "floating sub" who might rotate among schools to relieve teachers so that they might participate in planning sessions.
2. Making common planning time a priority for individuals who are collaboratively teaching when developing the school's master schedule.
3. Regularly bringing large groups of students together for special types of activities.
4. Setting aside a day each grading period for teachers to collaborate.
5. Utilizing administrators and other support staff/supervisors to teach a period of time on a regular basis to free up teachers to work together.
6. Utilizing volunteers.
7. Utilizing cross age peer tutors or other instructional grouping arrangements.

The time issue is one of key importance to the success of collaborative teaching. It is often a difficult issue because of the traditional structure and nature of schools. Teachers and administrators have traditionally viewed a teacher as a person who interacts with students and not adults. Therefore, it is important that educators begin to understand the values and benefits of collaboration and begin to make commitments toward providing the necessary time for teachers to have meaningful dialogue, and to reflect on their practice and to share their expertise.

Grading:

When talking with teachers of general and special education about collaborative teaching, it doesn't take long before the topic of grading comes up. It is an important issue and one which must be confronted and discussed early in the collaborative relationship. The questions which must be asked are:

1. How are alternative grading systems which focus on assessing student outcomes going to be developed and accepted in a school?
2. How can success of all students be defined and determined as measures of student performance rather than standardized tests?

Several aspects of grading must be defined. First, success must be defined for each individual student. This is often difficult for teachers to do, because traditionally success has been measured by how much content has been covered and how well the learner can recall the information as assessed by a written test. However, in heterogeneous classrooms, success for one student may not be defined in the same way as for another, and it becomes the responsibility of the teachers to define and acknowledge this. Success for students in a heterogeneous classroom will fall on a continuum, and what is most important is that students are progressing on the continuum.

Secondly, teachers who are working collaboratively must define the substantive instructional outcomes for their classroom and develop "authentic" ways of measuring these outcomes. It is assumed that schools are doing what they should be doing if students learn something that is deemed worth knowing. This type of assessment does not drive the curriculum but grows out of the curriculum. Grant Wiggins (1989) states that authentic tests should be administered in settings that enable teachers to ask a student to explain or clarify answers, and there should not be arbitrary time restraints or hidden agendas. Not all students should be tested in the same way at the same time. Wiggins further suggests that grading and scoring standards for authentic assessment

1) not be graded on a curve,
2) involve self assessment on the part of the student,
3) use a multifaceted scoring system instead of one aggregate grade,
4) exhibit harmony with shared schoolwide goals,
5) identify individual student strengths,
6) minimize unfair and demoralizing comparisons,
7) allow for individual learning styles, aptitudes and interests, and
8) constantly maintain the balance between honoring

achievement and "native skill or fortunate prior training.

The purposes underlying the grading procedures must be evaluated by the collaborative team; grading must not be merely entering grades into a grade book but should be used as a teaching tool to help students achieve individual goals and objectives. Teachers must avoid penalizing students in areas of their disability and not base grades on direct competition with students with whom they should not have to compete academically. Some examples include:

1. Grades which represent effort, individual growth and variety of tasks.
2. Scoring on a percentage of items attempted.
3. Use of tests which are administered orally or tests which are adapted.
4. Use of contracts with predetermined criteria.
5. The involvement of the student in self evaluation.
6. Use of narrative or written evaluations.
7. Grades which are based on mastery or improvement of IEP objectives.

IEP's

In most states, team teaching or collaboration between special and general educators need not be addressed specifically in a student's IEP, as it is a particular approach to program delivery at the discretion of the professional staff in the building. Certainly, one cannot design a collaborative relationship through the IEP. However, the development of the IEP should be a collaborative effort between the general and special education staff. The placement or case conference team should ensure that the IEP addresses those issues which will ensure student success within the general classroom. These include:

1. Modifications which may be necessary in the environment: preferential seating, seating near a peer tutor or peer buddy, or furniture necessary to accommodate the student who may be physically disabled.
2. Curriculum and testing modifications which will support the student's learning.
3. Instructional modifications and strategies which will accommodate the student's learning style.
4. Organizational strategies which will ensure student success.
5. Strategies for teacher presentations which include using visual and oral communication, repeating instructions and recapping main ideas.

Staff Development

Several of the findings in the Report to the President and the Congress of the United States (1989) stress the importance of combining the expertise of general and special educators for the benefit of all students and point to the need for staff development opportunities for teachers to share this expertise and learn ways to facilitate the integration of students with special needs into the general education classroom. Smith (1988) has argued that teachers need to have "shared meaning": a common knowledge base, conceptual framework and language for communicating about students and learning. Additionally, teachers who teach collaboratively must have knowledge of quality models of instruction and be able to utilize a variety of teaching strategies to meet the needs of a diverse group of students. If teachers have not had these types of staff development opportunities, then the school system must develop and endorse a training agenda, grounded in theory and research, to meet these needs. Showers, Joyce and Bennett(1987) report that almost all teachers can take back useful information from staff development activities if the training includes four crucial elements:

1. presentation of theory,
2. demonstration of the new strategy,
3. initial practice at the workshop,and
4. feedback about their efforts regarding the practice.

One area in which staff should be trained is in the development of the skills necessary for collaboration. These skills, which are outlined in great detail in Friend and Cook (1992) Interactions: Collaboration Skills for School Professional, include models of communication, interpersonal problem solving, effective listening skills, conflict resolution, providing feedback, and managing resistance.

A second important area for staff development centers around training which would promote knowledge and understanding of best educational practice. There is an emerging body of research (Ajzen and Fishbein, 1980; Fortini, 1987) in social psychology which relates the voluntary behavior of adults and children to their beliefs (theory of reasoned action). In other words, the beliefs of school personnel regarding the consequences of heterogeneous grouping, the merging of special and general education, and collaboration, combined with their perceptions of what respected colleagues and friends think should be done, will ultimately influence whether or not a particular initiative or effort is successful. Therefore, teachers who hold particular beliefs which support collaboration between special and general education must be trained to assume leadership roles in the school community in order to demonstrate success and to influence other educators.

Finally, it is imperative that staff development activities address important instructional issues. Teachers must be given the tools so that they can use a variety of instructional strategies with a

diverse group of students in a general education classroom. Few teachers of special education possess the curriculum content expertise of general educators, and many are uncomfortable with the idea of teaching the rigorous academic content to large groups of students. Likewise, general educators do not receive the training that special educators receive with respect to the specific pedagogy for students with disabilities. Teachers not only need the appropriate training in the various learning models, but they also need the opportunities to observe the various instructional strategies at work.

Curricular accommodation/Instructional modification

There are reasonable and effective instructional strategies and ways of adapting the curriculum to meet the needs of a diverse group of learners. Wang (1989) states that the challenge of teaching a diverse group of students can be met through adaptive instruction. She defines adaptive instruction as

> "an alternative education approach designed to achieve the overall goal of enabling each student to experience schooling success through a systematic process of making instructional accommodations that meet the unique learning characteristics and needs of individual students." (p.100)

Adaptive instruction basically calls for individualized planning which combines the best practices known to make systematic accommodations for meeting individual learning needs. Among the specific instructional practices found to be effective are: mastery learning, cooperative teams, individual tutorials, and large and small group instruction.

Findings from a large scale, observational study by Wang and Walberg (1986) suggest that well implemented programs which feature student choice, task flexibility, systematic monitoring by the teacher, peer tutoring, student-initiated requests for assistance from teachers, a wide variety of curricular materials, and task specific instruction are associated with high levels of self management, more substantive interactions with teachers and greater levels of achievement than traditional teacher directed and group paced instruction. They further concluded that it was the combination and coordination of several features of instruction, rather than one particular practice which distinguished effective programs. The following curricular accommodations are examples of approaches which accommodate a wide range of learners:

1) demonstration and role playing,
2) learning centers,
3) cooperative learning activities,
4) hands-on activities,
5) major projects,
6) community based instruction,
7) computerized instruction,

8) games,
9) mentorships/coaching and
10) experientially-based instruction
(Ford, Davern and Schnorr, 1989).

The issue with respect to curricular accommodation and instructional modification is that teachers of special and general education who collaborate must change the way they think about teaching; they must be willing to step out of the traditional system of delivering instruction and break down the traditional barriers to success for students with disabilities in the general education classroom. Likewise, school administrators must support the risk-taking on the part of teachers who are trying new and different ways of instruction.

Teacher Education Programs

Teachers who collaborate are challenging the very nature of their profession. They are redefining the traditional roles and relationships which educators have with each other. Unfortunately, many of those who are involved in collaboration will confess that nothing in their teacher education program prepared them for the challenge. Sarason (1982) points out that "what we see in our public schools is a mirror image of what exists in colleges and universities." (p. 258) Pugach and Lilly (1984) have stated that teacher education programs tend to follow, rather than lead, the field of practice.

Programs which prepare future teachers must begin to acknowledge that many teacher roles in the future will go far beyond subject matter expertise. Much of the reform and restructuring literature is filled with recommendations that express the need for teachers to model in the classroom the collaboration and cooperation that they are trying to impart to the students. Proposals for reform in education promote a restructured concept of what it means to be a classroom teacher (Pugach, 1988).

Teachers and administrators who are being trained for futures in both special and general education must be taught the skills necessary to work with their peers in collaborative relationships. The common knowledge base and common language needed for restructured schools and collaborative relationships between special and general education must be a primary focus of teacher education programs. As in public schools, programs within higher education must begin to work collaboratively to diminish the current isolation and fragmentation between programs.

Special education teacher preparation programs in many institutions continue to be categorical in nature, and as a result, teachers of special and general education are trained in separate systems.

Teachers are trained and socialized to believe that there are two types of teachers-special and normal. This generates feelings and attitudes which then transfer to the school setting. Teacher education programs must train ALL teachers to teach ALL children and help develop attitudes which are representative of a community of teachers and administrators. There are many exciting and progressive developments in teacher education programs around the country, and special education teacher preparation programs must be a part of them.

Reform and Policy Issues

School reform issues have been the center of educational conversation in this country throughout the 1980's and 1990's. One could safely guess that discussion about ways to improve public education will continue to capture the attention of many, and the menu of strategies to improve schools will most likely get longer.

Though the visions of school reform are similar in general and special education, neither group is having meaningful dialog with the other about school reform issues. The term "excellence" and the emphasis of this term in the national reform reports separates individuals into achievers and failures, and supports the dual system of education rather than a free, appropriate education for all. (CEC Ad Hoc Committee, 1984) Friend and Cook (1990) state that collaboration is the theme which unites many dimensions of school reform. It is also the means by which important dialog between special and general educators can take place on reform issues.

Policy makers at the state and national level must better understand the scope and nature of the needs of students and schools and the complexity of change. They must help give the public a real understanding of the underlying problems in schools rather than insist there is a crisis and then propose some "quick fix" solutions. Policies are needed to not only advocate but facilitate the integration of all students with disabilities.

Oakes and Lipton (1990) state that "all schools need help, some schools need more help than others and good schools help all children" (p. 287). With these three premises they make the following policy recommendations:

1. Reform management practices that inhibit teacher professionalism and school improvement. Working conditions which isolate teachers from one another and specialization which keep teachers from affecting children beyond the confines of their individual classrooms must be changed.

2. Upgrade teaching and increase the access of students to highly qualified teachers. Policies must provide incentives to attract and retain good teachers in ALL

schools. Policies must be created which assign highly skilled teachers to teach in impacted schools.

3. Deregulate schools and give them the power to improve. Local schools must be given the capacity for improvement. School's must be reorganized and renewed individually, and this is difficult to do with mandates and prescriptions which restrict creative and innovative programs.

4. Change assumptions about learning that restrict curriculum. Abstract and fragmented curricula are particularly harmful to the poor, students with disabilities, and minority students.

5. Provide rich, integrated curricula and instructional strategies. New policies must find the balance between a rich, common curriculum and responsiveness to individual and cultural differences of students. Federal policies can provide support for research into the development of this type of curriculum. State policy-makers can provide on-going technical assistance to local schools and can help remove biased instructional materials .

6. Use new forms of assessment. Assessment which tells how students make sense of instruction and where they are having difficulty is important. Global assessment tools provide nothing more than labels and do not translate into improved instruction.

7. Promote school and classroom practices in which students learn together. Schools must reduce labeling, tracking,and pull-out programs which segregate students and restrict their access to knowledge; they must be replaced with practices which allow students to work collaboratively and which diminish the different school outcomes associated with race and class.

8. Connect school and home. Schools must explore the avenues for using school and community resources.

9. Hold schools accountable for both quality and equity. Policymakers should develop new modes of accountability appropriate for restructured schools. Policies which deregulate and focus on local school improvement does not eliminate the responsibility of states to establish clear accountability mechanisms for fair access and improved results.

10. Keep schools high on the public agenda. Schools suffer from lack of public will; resources must be committed to long-term, incremental change. Rather than focusing on test scores and quantitative data, policymakers should highlight the fundamental conditions which enable high quality and fair schooling.

Funding

States need to develop funding systems which guarantee equal educational opportunity and appropriate services for all students. States should be encouraged to look at different ways of funding which provide a more integrated and holistic approach to educating all students.

Funding methods have a high capability for creating incentives and disincentives for particular programming decisions. The resources from special education should, in fact, be allocated to local building principals. However, since variations in need result from geographical population differences, distribution policies allowing for regional variations should be recognized. Provisions for these variations should be a part of the general school finance formula. Funding should be based on levels of services rather than the types of disabilities or diagnostic label. This allows for greater program flexibility. School funding dollars should follow the student rather than a preestablished program tied to a category of exceptionality.

Other Issues

We know that there is a significant relationship between teachers' and building principals' attitudes toward students with disabilities. A principal can either help maintain the barriers between special and general educators or s/he can work to eliminate those barriers. Burello, et al. (1988) state that effective principals make no distinction between the expectations set for special and general education students, staff, and programs. The development of a positive relationship between special and general education can only be accomplished if the attitude of the principal is positive, and if the symbolic behaviors of the principal encourages the inclusion of students with disabilities. (Van Horn, Burello, & DeClue, 1992) The building administrator must support the collaboration between special and general education through belief and practice. Administrators can assist in the integration process by facilitating staff development opportunities, allowing for instructional flexibility, and reinforcing collaboration among all professionals.

Though the importance of district level support has received less attention in the literature, the fact is that if teachers and administrators are to form new relationships and change their professional interactions, then support from district level administration is crucial. Zins et al (1988) identifies the following practices which help to communicate this support:

1) the adoption of a district wide philosophy which endorses the development of policies and procedures which will enhance and enable the collaboration between general and special education,
2) communication of the program's availability, and
3) active involvement in the coordination and delivery of staff development opportunities.

Additionally, reward and recognition for those participants at the building level will be beneficial.

Another issue which is important to remember when developing collaborative models is how the job titles and informal/formal definitions of roles are determined. Brookover, et al. (1982) state that how these titles and roles are defined determines the way in which a staff member behaves within a school. Therefore, titles and job descriptions which emphasize a label will not help facilitate the sharing of expertise between general and special education personnel. From the school building to the district offices, job titles and descriptions should be such that they eliminate the departmental boundaries which have traditionally been present in the dual system of special and general education.

Collaborative relationships are not limited to teachers; related service personnel are important players in special education/general education partnerships. Related service personnel should be given the opportunity to share their expertise in the development of student IEP's, in the planning of curricular modifications, and in the classroom where services can be provided in an integrated setting. The efficient use of related service personnel as integrated members of a school team can provide greater and more efficient use of resources and increase the benefits for students and professionals.

Another issue in some school systems is with local teacher associations and local contracts. What is important to keep in mind is that the National Education Association has supported collaborative efforts between special and general education. The key, then, is for local players (school boards, administrators, and teachers) to openly communicate as the move toward collaboration takes place. This may require waivers from current contracts and supportive language in future contracts which are negotiated collaboratively with teacher associations.

Conclusion

Collaboration is a very powerful interpersonal tool. It can change the very nature of the teaching profession and the culture of a school. A teacher in a high school who is involved in collaboration says it well:

> The best lesson I have learned from this experience is the value of collaboration. I am very strong in curriculum and in planning. But each of the lessons have been improved by [my co-teacher]. She has contributed a lot. She makes the lessons more specific to individual needs. I have used some of [her suggestions] in my other classes as well. We are better teachers now than we were in August. It has been a real growth experience for me. . . just a marvelous growth experience. Getting in and doing it has really changed my professional outlook.
>
> Flannery, 1991 (p.14)

Collaboration can generate positive attitudes between general and special education teachers for their students, their colleagues, and themselves. In addition, it provides some personalized research for participating educators to inform their opinions of the larger reform issues in education. Teachers who form collaborative relationships can, among other things, help produce more student-centered instructional environments, effect a feeling of trust and respect among educators, and reduce feelings of isolation and separation which can result in teacher burn out and stress.

Teachers in special education must not be made to feel guilty about past practices, and should be assured of their accomplishments. The merger of special and general education is not a rejection of special education, but rather an evolutionary change for better education. (Lieberman, 1985) It is important that teachers understand that the knowledge base has changed and they must be prepared to share their knowledge and expertise in a shared context. This context should be site specific; there is no "one best way" or "one best model". Designing the strategies for implementing collaboration in schools must be appropriate for individual school settings.

Professionals in the field of special education cannot allow the internal division and debate to be so consuming that they miss the broader discussions of school restructuring. While special education professionals debate the merits of the Regular Education Initiative, the regular educators may proceed to restructure schools without strong advocates for students with special needs. This cannot happen; educators from all disciplines must collaboratively work together, at all organizational levels, to meet the needs of all students.

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Each of these schools was nominated for this information packet and returned a survey which included the information for this section. The author wishes to thank those who took the time to return the survey and commend all of the participants in these schools for their efforts in collaboration.

NAME(S): Kathleen Tefft
SCHOOL: Bakersfield Elementary School
Academy Dr. Box 17
Bakersfield, VT. 05441

Over the past three years the staff at Bakersfield Elementary School have worked at developing a collaborative team approach to education. It began with a grant from the University of Vermont when individual student planning teams were formed. This started the collaborative process. The following year, common planning teams were developed, with grades kindergarten through fourth meeting as one team and grades fifth through eighth meeting as another. These teams met, and continue to meet for one hour daily. They work as instructional support teams in addition to working on instructional and management issues. Currently, there are two special educators and eleven general educators involved in collaboration. All students with special needs are fully included in general education classrooms.

The change to move to collaboration was a local initiative. Decisions about courses or subjects which are co-taught are made based on individual student need. Teachers were provided with major staff development opportunities over the course of three years. Collaborative skills have evolved from the individual student planning teams which teachers voluntarily serve on. Common planning time is provided for each planning team. Teacher certification has not been an issue, and currently, collaboration does not require additional staff.

The grading procedures for grades four through eight is a standard grading system. For grades K-3, a developmental checklist showing student progress is being developed.

The roles and responsibilities of the teachers change according to the situation. Student case managers are assigned according to appropriateness. The case manager may be either a special educator or a general educator. Team members rotate team roles on a daily basis.

Participants report that the biggest barrier to collaboration is time. They believe that it is essential that common planning time be made available, as well as the necessary staff development opportunities. Collaboration has been effective because the staff has focused on the students as their first priority. Additionally, administrative support has contributed to the success of collaboration in this school.

The staff at Bakersfield report that all students benefit from the collaborative efforts of the staff. Staff also benefit from having the opportunity to draw from individual teachers strengths.

NAME(S): Karen Sartoris, Joanne Frye, Greg Philippsen, Andy Strawn
SCHOOL: Bloomington High School North
3901 Kinser Pike
Bloomington, IN 47401

Bloomington North is in the second year of a collaborative teaching effort which began with two special educators and two general educators and currently involves three special educators and five general educators. The first year of implementation involved co-teaching in Freshman Math and Junior English. These classes were chosen on the basis of teacher certification (special educators had dual licenses in math and English) and volunteers from general education. In the second year of implementation, three additional courses were co-taught by special and general educators: U.S. History, Freshman English, and Sophomore Math. These additional courses were added as additional volunteers from general education choose to participate. Teacher certification was no longer an issue in the second year.

Teachers were provided a variety of staff development opportunities. These included workshops in Cooperative Learning, integrative strategies, teaching writing with computers, performance poetry, and conflict resolution, and the "Regular Education Initiative".

The working relationships of the staff involved in this project evolved over time. For the teachers who are co-teaching English, common goals were discussed at the initial planning meeting. The general education teacher set the curriculum and the special education teacher suggested refinements and changes in strategies which made the curriculum accessible for all students. The special education teacher also served as a liaison to the resource teachers. Roles became more defined as strengths were discovered and each teacher began to share equally in all classroom responsibilities.

The working relationship of the teachers involved in the math course began with a mutual interest in the collaborative project, which initially brought them together as teachers. Further, they had a common experience with the Partners in Education program that brings together teachers and people in industry. The latter included a week-long internship in a local business that attuned the teachers to the skills necessary to succeed in the modern workplace. From this experience, the two teachers began to plan and rewrite the course content.

In each situation, common planning time was made available to the two teams during the first year of implementation. This prep time was essential in the early stages, and remains an important aspect in the successful implementation. This program to date has not required additional staff, but participants feel that additional staff may be needed in the future if the project continues to expand.

This project primarily involves students with mild disabilities. In addition to the regular course load, each student with special needs takes a resource class for the purpose of support and additional tutoring which may be necessary to be successful with the general education curriculum. Currently this class is only open to identified students with disabilities, although the hope for the

future is that it can be available to all students in the school.

Generally, the participants feel that the major barrier to this experience has been time. In addition, some participants have had to work through issues of turf, definition of roles and responsibilities, and the traditional nature of teaching which stresses isolation and independence.

The participants report that the project has been effective because of individual flexibility, mutual respect, willingness to communicate openly, a willingness to take risks, school administration support and encouragement, and the voluntary participation. The teachers in this project feel that an essential ingredient is a supportive classroom environment which enhances success rather than anticipates failure. The teachers have high expectations and clear objectives for all students.

The perceived benefits have been numerous: improved teaching skills, richer curriculum, the opportunity to reflect and process the act of teaching, opportunities for peer coaching, more individual attention to all students, and personal growth resulting from the opportunity to interact with other professionals on a regular basis. Teachers state that the teaching is more active and interesting for both student and teacher, and that the feedback from teacher to teacher is immediate and constructive.

The teachers involved in this project at Bloomington North believe that good working relationships cannot be forced, and that respect for one another's teaching style is crucial. Friendship and a good sense of humor is important for sustaining the working relationships.

NAME(S): Susan Clow, Jeff Newport, Chrysan Gallucci
SCHOOL: Emily Dickinson Elementary School
7300 208 Ave. N.E.
Redmond, WA 98053

Emily Dickinson Elementary has been involved in collaboration between special and general educators for nearly three years. Currently, fifteen general educators, one special education teacher and two therapists are involved in the collaborative effort. All students receiving special education services are fully included in the regular classroom. This includes students with substantial disabilities. The special education teacher is responsible for the IEP's and meets with each classroom teacher to make decisions together on how the objectives will be met within the context of the general education classroom. This is done through a regularly scheduled meeting on a bimonthly basis as well through casual daily meetings. The team meetings are used to share information, problem solve and suggest and discuss needed curricular adaptations and modifications. Teacher certification has not been an issue.

Teachers were provided staff development on teaming and training in disability awareness. Grades are determined for students with disabilities based on an update of IEP objectives and classroom performance. Team meetings are held before and after school or during lunch time. Common planning takes place through team meetings which occur twice a month for approximately 45 minutes.The special education teacher is available throughout the day.

The roles and responsibilities for the general and special educators are described in Appendix A. Currently, the collaborative effort at Emily Dickinson does not require any additional staff.

The participants report that the major barriers have been time, mis-communications resulting from use of jargons, and a lack of common understandings. However, the efforts have been successful primarily because of effective team meetings, shared accountability, administrative support and an open, honest atmosphere. The teachers feel that they have benefited from new ideas and less isolation, and report that all students have benefited from the collaborative efforts of the staff.

NAME(S): DeAnna Wesley, Joye Fuller
SCHOOL: Fairview High School
1515 Greenbriar Blvd.
Boulder, CO. 80303

Fairview High School has been involved in collaboration between special and general education for seven years. The special education schedule is put together after the school year begins and once the regular education team classes have been identified. In addition to working with all students in a team class, the special education teacher often assists students with the make-up assignements, keeping students posted of individual progress, contacting parents, as well as discussions with co-teacher regarding planning, attendance and grades. It is a cooperative effort to best meet the needs of students.

The courses are determined by the number of identified special education students in a particular class. Teacher certification is not an issue. Teachers have been provided staff development each year. Common planning time is not provided, and this is considered by staff as a major barrier.

Grades are developed as a team with individual student expectations and individual needs (IEP's) considered; modifications with length of assignment and difficulty and/or time involved. Individual effort is given consideration, and grades are awarded A through F, S for satisfactory, and E for effort.

The general educator is responsible for content with support from the special educator. The special educator works with small groups, one-on-one instruction, progress checks, attendance checks, and parent contacts. Appendix B provides a complete description of the collaborative effort at Fairview.

NAME(S): Jeanne Tomlinson
SCHOOL: Holt Senior High School
1784 N. Aurelius
Holt, MIchigan 48842

Holt Senior High School has been involved in collaborative teaching for seven years in math, science, English/History (interdisciplinary), and some elective areas. The school's involvement as a Professional Development School has provided opportunities for ongoing collaboration within study groups which meet weekly. The school day at Holt has been restructured to allow for total school collaboration. Currently, approximately ten general educators and 3.5 special educators are participating in collaboration.

Initially, this effort began as a way for special educators to support general educators who had a large population of students with special needs in their classes. It has evolved to a point that it now includes co-teaching in any area requested. Overall, there is a general commitment to support each other and the students. Collaboration has sold itself.

Grades are determined jointly for all students. The responsibility and accountability for grades is shared by the general educator and the special educator. Common planning time is provided and usually takes place for at least one hour weekly. The roles and responsibilities are shared; both the general educator and special educator take part in joint planning, clinical interviewing (for action research), modeling, planning for cooperative learning, and direct instruction.

Time is the main barrier to collaboration in this school. Additionally, a fear of collaborating, fear of change, lack of knowledge, and preferred isolation exist as barriers. The staff reports that collaborative efforts have been effective in this school because of administrative support, joint planning, flexibility, risk taking and an understanding of the roles of the special educator. The major benefits have been that special and general education has been merged at the classroom level. This allows teachers to be advocates for all students, and therefore, students benefit. Additionally, teachers are afforded the professional benefits which come from learning to work together.

The staff believe that in order for collaboration to continue to help merge the special and general education systems, general education will need to become more knowledgeable about the roles of the special educator. Special education often demands more than teaching in the classroom, and the concern is that general education must come to understand, and participate in the other "parts".

NAME(S): Pat O'Brien, Megan Spaulding, Tim Stonich
SCHOOL: Inglewood Junior High School
24120 NE 8th Street
Redmond, WA 98053

Inglewood is a new junior high school that opened in September 1991. All of the 47 students with disabilities are completely mainstreamed. Approximately half of these students choose to take study skills or peer tutoring class as an elective. The peer tutoring classes are also open to students who do not receive special education services.

Counselor, general education classroom teachers, and special education teachers collaborate in a variety of ways. In the classrooms, special education teachers circulate to help students on a one on one basis. They take groups of students to re-teach lessons, read tests orally, or provide a quiet atmosphere. General education teachers come in to the study skills and peer tutoring classes to give their students some individual help. Counselors come into classes to discuss affective topics or run groups.

The special education teacher plans with the general education teacher to differentiate the curriculum to meet the needs of students with disabilities according to set goals. All teachers are invited to attend IEP meetings. A notetaker is assigned in each class to take notes on carbon paper. The student keeps one copy, a copy remains in the room and a copy is sent to the study skills/peer tutoring room. Language Arts teachers tell what stories will be read in literature so that parent volunteers can tape the stories and have the tapes available through the special education teacher. This model has been extremely effective at Inglewood, mainly due to the fact that the staff is flexible and committed enough to make the program work for students. All core academic courses are included in this collaborative effort. Teacher certification is not an issue. Staff development opportunities have been provided and will continue in the future.

Since the school was new, the staff was open to using new ideas. The special education teachers and administrators decided that the Inclusion Model best fit the needs and philosophies of the school. The administrators set a goal to give teamed teachers common preparation time, but this has not always been possible due to conflicts in schedules. However, a seven period day is being proposed to accomplish this goal for next year.

The biggest hurdle has been in breaking down people's perceived notions and limitations about students with disabilities. Many times the general education staff need more education and experience about the needs of student in special education. Additionally, the staff has found that parents have unspoken limitations set on their children.

Collaboration has been effective at Inglewood because the staff and community commits to one unifying philosophy. This commitment is not just verbal, but is supported with actions. The support of administration is necessary for inclusion to work.

There have been benefits for both students and staff. Teacher collaboration and inclusion of

students with disabilities has taught all students at Inglewood in a tangible way to accept one another for who and what they are. Inclusion has exposed students to the differences in people they will encounter in their adult lives. It was thought that in the late 1950's, segregation was abandoned. The community at Inglewood Junior High are still trying to abandoned it today.

At Inglewood, the special education teacher is no longer just a teacher, but has become a support for other teachers. This role has sometimes been difficult to accept because it forces them to release their control of a group of students. However, the end result for the student is unmeasurable.

Name(s): **George McShea**
School: **Littleton High School**
199 E. Littleton Blvd.
Littleton, Colorado 80121

Littleton High School teachers in special and general education are collaborating in English, Math, Science, History and Home Economics classes. The staff have been involved in this effort for four years, and includes 15 general education teachers and 4.5 special education teachers. In addition, Littleton High School has been involved in a major restructuring effort through their "Direction 2000" project, a project to create an alternative comprehensive high school which calls for the restructuring of the purposes, goals, and organization of high school education. (Brickley and Westerberg, 1990)

The focus of teacher collaboration at Littleton is centered on courses in the basic skills areas. The staff initiated the project on their own, and received some technical assistance from the Colorado Department of Education. The working relationships of the staff evolved from taking TESA courses together, from lunchtime conversations, and from special education teachers offering help to the regular education teachers. The general education teacher is the teacher of record and the primary presenter; however, the special education teacher often assists students individually in the classroom, presents lessons and prepares materials.

The grading procedures vary from teacher to teacher. Typically, the general education teacher grades students with suggestions for modification from the special educator. The modifications vary according to student needs. Collaboration at Littleton has not required more staff, and teacher certification has not been an issue.

Common planning time is not provided except on an informal basis. Therefore, little time is spent in formal common planning.

The staff report that flexibility in planning and consistency with standards and expectations are the keys to effective collaboration at Littleton. Teachers are learning from each other, and the special educator has a better idea of what is going on in the general education classroom. Barriers to this effort have included different teaching styles of teachers, teacher personalities, conflicting schedules and time demands. Collaboration has worked best in situations where the teachers are flexible and have a sense of humor.

NAME(S): **Beth Everitt, Principal**
SCHOOL: **Mark Twain Elementary School**
Albuquerque, N.M. 87110

Mark Twain Elementary School has a total of eleven teaching teams working in a variety of collaborative arrangements.(see Appendix C) Two teaching teams are involved in "Buddy Classes". These classes collaborate together for intermittent, experiential activities with the primary goal of social interaction. Planning and execution of these activities are shared or distributed between the classes involved.

There are eight teaching teams involved in "Cooperative Teaching" arrangements. This is an organizational and instructional arrangement of two or more members of the school community who distribute among themselves planning, instructional and evaluative responsibilities for the same students on a regular basis for an extended period of time. (Stainback and Stainback, 1990)

There is one teaching team involved in "full integration." In this arrangement, students, regardless of disability, are placed in general education classrooms on a full-time, full-participation basis. Support required to meet identified individual needs is provided primarily in the classroom setting through collaborative teamwork.

Mark Twain has been involved in collaborative efforts for ten years, with an emphasis on co-teaching and specific integration activities within the past three years. Teachers self select other teachers they want to work with based on similar working styles and beliefs. Teacher certification has not been an issue.

This school is currently receiving funding through a federal grant for training and model development. Additionally, local grants provide one day a month planning for teams. It is hoped that next year, "creative scheduling" can be used and school operational funds can be reallocated to support substitute teachers and/or stipends for planning.

Special education teachers give the grades for students with disabilities in the cases where students spend more than a half day in special education classes. In the cases where students spend more than half of the day in the general education class, grades are determined for individual students on a collaborative basis.

Additional staff has not been required, although 1.5 teacher assistants have been pulled from "non collaborative" classrooms to support integration. Effective collaboration at Mark Twain is the result of a belief on the part of the staff and principal that an environment is needed that provides a variety of activities to meet the diverse needs of all students in the school. The benefits of collaboration have been an acceptance of differences by students of others and self. Teachers have also been able to expand their teaching skills, which provides students with the expertise of both the general educator and the special educator.

The principal reports that it is important that the state regulations do not inhibit integration. (New Mexico has supported variances upon request.) Parent advocacy groups have also been very

instrumental in supporting the collaborative activities.

NAME(S): Ken Garrison, Julie Stone
SCHOOL: Whetstone Elementary School
19201 Thomas Farm Road
Gaithersburg, MD. 20879

At Whetstone Elementary School, all students with special needs are included in general education classes. Collaboration between general and special educators involve 14 general education staff members and 3 special education staff members. Specialists have worked with classroom teachers using a variety of instructional arrangements including team teaching, whole class activities, and small group in-class and out-of-class instruction. When instruction occurs in a different environment other than the general education classroom, it is curriculum based and relates to the classroom activities. The school based specialists oversee the attainment of student IEP goals and objectives. However, all staff interact with all students to ensure student success. The schoolwide focus at Whetstone on social skills instruction has also provided additional opportunities for staff collaboration.

Classes which are co-taught are based on individual student needs and teacher needs. Teachers were provided staff development. The working relationships evolved through mutual respect, ongoing and frequent communication and through the development of common goals and visions. Grading depends upon individual student achievement according to IEP goals and objectives. Approximately two hours per week is provided for common planning time.

Collaboration has been effective at Whetstone because of trust, flexibility, honesty, commitment, and a common vision. The benefits have been shared expertise so that all students benefit from the individual skills of teachers, professional growth and shared problem-solving. The barriers to collaboration at Whetstone have been time for planning and individual teachers who may have difficulty giving up certain teaching responsibilities.

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APPENDIX A

ROLE OF THE CLASSROOM TEACHER:

1. Welcome the student(s) with disabilities as a member of the class.
2. Get to "know" the student(s).
3. Collaborate with the planning team at regularly scheduled meetings.
4. Collaborate with the team to give input for IEP objectives and necessary program revisions.
5. Collaborate with special education staff regarding needed adaptations (including material, environmental, support and presentation options.)
6. Provide special education staff with information on curriculum, themes, schedules,classroom expectations, and activities.
7. Commuicate with parents as needed. (To be worked out with the team, including parents).
8. Supervise/evaluate paraprofessional staff placed full time in the classroom.
9. Train paraprofessionals in regular education curriculum, when necessary.
10. Model appropriate ways of interacting with the student.
11. Provide disability awareness activities with support from the special education staff.
12. Facilitate positive social relationships among children.
13. Be aware of and responsible for safety and medical precautions.

ROLE OF THE SPECIAL EDUCATION SUPPORT STAFF

1. Responsible for coordination of individual student planning teams and for developing a regular schedule of those meetings.
2. Provide ongoing, systematic planning for students with disabilities to include: appropriate assessment, writing IEP's and related documents, writing individual student programs, coordination of program implementation, and monitoring programs and making appropriate revisions.
3. Collaborate with teacher and team to create appropriate IEP objectives, adaptations, student schedules, peer interactions, and to provide other necessary support to the classroom.
4. Provide classroom staff with training to address IEP objectives where necessary and appropriate.
5. Provide the teacher and paraprofessionals with information on disabilities. medical concerns, and equipment operation.
6. Plan and provide systemmatic training for paraprofessionals.
7. Collaborate with teams to schedule and supervise roving paraprofessionals. Evaluate those paraprofessionals.

8. Provide classrooms with disability awareness information as requested.

9. Recruit, train and schedule cross-age tutors.

10. Suggest and/or coordinate other support options such as MAPS, Circle of Friends, peer tutors, peer buddies, etc.

11. Gain knowledge of grade level SLOs to facilitate coordination of goals and objectives for students with disabilities with the general curriculum.

PLEASE RETURN TO CHRYSAN OR SUSAN CLOW WITH YOUR FEEDBACK. THANKS.

APPENDIX B

NOTES

Information compiled by: DeAnna Wesley

Special thanks:
Jerry Faulkenburg, Patty Smith, Joye Fuller, Marcia Golden, Joan Marquardt and Marlene Plens

Publishing thanks to: *Aubrey Wesley*

FHSVNET1.SAS

WELCOME

Visitation Network

Fairview High School
1515 Greenbriar Boulevard
Boulder, Colorado 80303
303/499-7600

ADMINISTRATION

Principal.....Don Groves, Ed.D.
Assistant Principals.....Jerry Faulkenburg and John Knox
Activities Director.....Tom Smith
Athletic Director.....Carol Callan
Dean of Students.....Terry Altenborg
Administrative Assistant.....Janet Chu

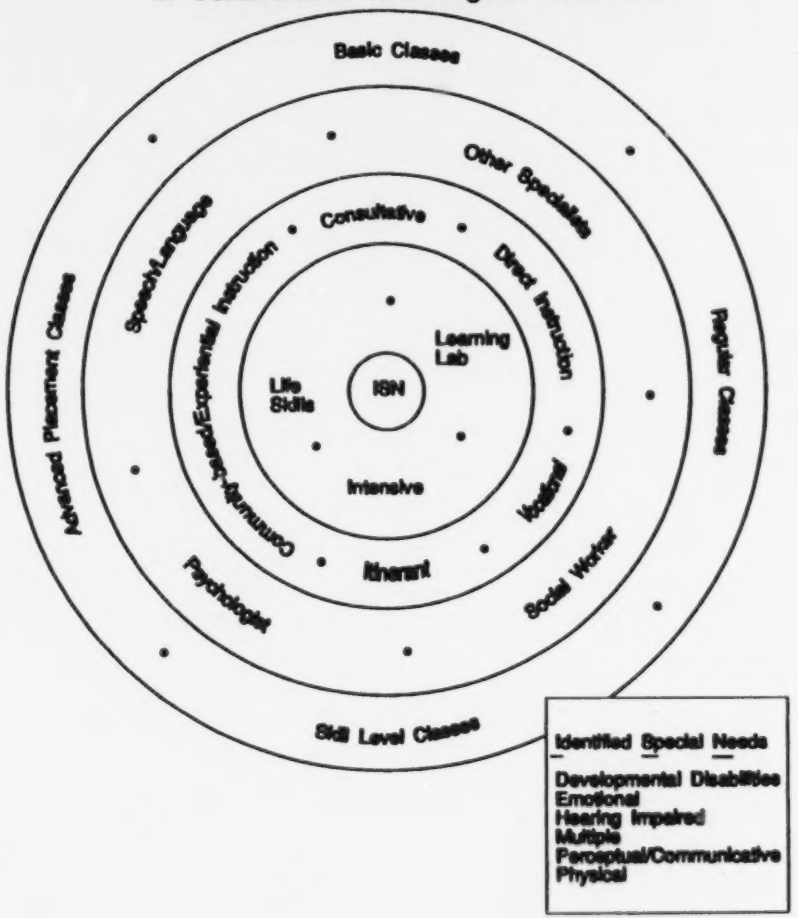
SPECIAL EDUCATION DEPARTMENT

Hearing Impaired.....Jane Sutera
Intensive.....Sheryl Hunter and Kelly Snody
Learning Lab.....Dept. Chair-Patty Smith
Joye Fuller
Grant McCurry
Pat Upczak
DeAnna Wesley
Life Skills.....Elizabeth Fowkes and Catherine Prior
Occupational Therapist.....Annie Kempe
Physical Therapist.....Nancy Ehn
Psychologist.....Wendy York-Fiern
Social Worker.....Chris Houghton
Speech/Language.....Catherine Curran

TEAM TEACHING: CLASSES/TEACHERS

Sophomore Core Language Arts.....Dept. Chair-Polly Palmer
Paola Harris
Jeannine Henderson
Carol Koch
Angie Luper
Dorothy Scornavacco
Algebra I.....Dave Callan
Foods.....Jane Stockebrand
Accounting.....Caroline Brandon
Regional World History.....Stan Jozwiak and John Zola
Biology.....Mike Stanley
Reading Lab.....Angie Luper
U.S. History.....Alan Jacques

Special Education Services In Collaboration with Regular Education



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PROGRAMS

Team Teaching: Content and special education teachers cooperatively plan and teach the following classes within the regular classroom setting: sophomore classes in language arts, social studies, science, mathematics and others classes. Junior/Senior classes may also be team taught for enrolled special needs students.

Options: Provides interdisciplinary curriculum for juniors and seniors, including language arts, social studies, and science. Serves as an alternative program for students identified as high risk within regular classes.

Consultative: Services offered to those students who have specific needs but who receive minimal, direct special education classroom services. Special education personnel facilitate progress reports and teacher/parent contacts.

Learning Lab: Available from 1-1/2 to 15 hours weekly for students with specific identified needs.

Self-contained: Students with specific identified needs receive 15+ hours of direct service per week.

Intensive: Students with specific identified needs are assigned 15+ hours per week, including group counseling; may be seen individually by a social worker or psychologist.

Life Skills: Colorado High School Integration Programs. A community-based program for students with severe developmental disabilities that provides training in the following areas: vocational, recreation/leisure, domestic, and personal management.

AP: Advanced Placement. Classes at the college level for students who demonstrate this level of ability. The AP Exam is given for college credit in May.

Itinerate: Students with specific identified needs who may receive direct services from 1 to 2-1/2 hours weekly.

Leadership: Class designed to develop leadership skills.

Teen Parenting: A program, including a nursery, toddler day care and a class, for teen parents who attend classes at Fairview High School.

Independent Study: Students can arrange with teachers to earn credit from a contractual learning experience.

Career Internship: A workstudy program open to all Fairview High School Students. Credit earned depends upon the number of hours of work completed per week.

Drop Out Prevention: A district-wide program with personnel available to contact and counsel with students identified as having a high-risk/drop-out potential.

Demographic Information: 1991/92

Enrollment	1282
Grade 10	402
Grade 11	489
Grade 12	391
Pupil/Teacher Ratio	25:1
Faculty FTE	54
Counselors	4
Additional Personnel	65-70

Questions/Answers

Q. How do you arrange common planning time for Team Teaching?
A. Initially, we tried to have common planning time. It was one of our original goals . However, the Master Schedule did not accommodate this goal. Presently, planning is arranged individually with each team member planning "catch-as-catch-can".

Q. Do all the teachers in the Special Education Department team teach in a regular education content area?
A. No.

Q. How many content areas are team taught?
A. English, math, science, social studies, practical arts and a few electives are team taught for a total of 10 classes from 3-5 days per week per class.

Q. What percentage of the total school population has been identified as handicapped?
A. Approximately 10%.

Q. How are classes designated for Team Teaching?
A. Classes are selected for Team Teaching based on the percentage of identified handicapped and/or high-risk students.

Fairview High School, Spring 1992

	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Hearing Impaired	Intensive	Intensive	Life Skills	Life Skills
	Patty Smith	Joye Fuller	Grant McCurry	Pat Upczak	DeAnna Wesley	Jane Sutera	Sheryl Hunter	Kelly Snody	Elizabeth Fowkes	Catherine Prior
1	*Planning* Rm. 611A	**Affective/ Communication** Rm. 814	**Learning Lab** Rm. 611B	*Planning* Rm. 611C	**Biology** (Stanley) Rm. 443	**Learning Lab** Rm. 601	*Planning* Rm. 832	**U.S. Govt. Draw / Paint Pract. Appl. Lang. Arts Pre Algebra** Rm. 844	*Planning* Rm. 501A&B Rm.502	*Planning* Rm. 501A&B Rm.502
2	**Learning Lab** Rm. 611A	**Regional World-Basic** (Jozwiak/Zola) Rm. 814	**Wgt. Lifting** Rm. 611B	**Learning Lab** Rm. 611C	**Learning Lab** Rm. 814	*Planning* Rm. 601	**Lang. Arts** Rm. 832	**World Studies** Rm. 844	*Planning* Rm. 501A&B Rm.502	*Planning* Rm. 501A&B Rm.502
3	**U.S. History** (Jacques) Rm. 631	**Learning Lab Language Arts** Rm. 814	**Learning Lab Math** Rm. 611B	**Learning Lab** Rm. 611C	**Learning Lab** Rm. 814	**Intro to Lit.** (Luper) Rm. 601	**Biology** Rm. 832	*Planning* Rm. 844	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502
4	**Learning Lab** Rm. 611A	**Learning Lab Health** Rm. 814	*Planning* Rm. 611B	**Learning Lab** Rm. 611C	**Learning Lab** Rm. 814	**Hearing Impaired Learning Lab** Rm. 601	*Lunch*	*Lunch*	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502
5	*Lunch*	**Health** Rm. 814	*Lunch*	*Lunch*	*Planning* Rm. 814	*Lunch*	**Communication** Rm. 832	**Literature** Rm. 844	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502
6	**Learning Lab** Rm. 611A	*Lunch*	**Learning Lab** Rm. 611B	*Planning* Rm. 611C	*Lunch*	**Sign Language** Rm. 604	**Lang. Arts** Rm. 832	**U.S. History** Rm. 844	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502
7	**U.S. History** (Jacques) Rm. 631	*Planning* Rm. 814	**Learning Lab** Rm. 611B	**Learning Lab** Rm. 611C	**Biology** (Stanley) Rm. 443	*Planning* Rm. 601	**Pre-Algebra H.S. Arith.** Rm. 832	**Literature** Rm. 844	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502
8	*Planning* Rm. 611A	*Planning* Rm. 814	*Planning* Rm. 611B	**Learning Lab** Rm. 611C	*Planning* Rm. 814	**Accounting** (Brandon) Rm. 231	*Planning* Rm. 832	*Planning* Rm. 844	**Life Skills** Rm. 501A&B Rm.502	**Life Skills** Rm. 501A&B Rm.502

SCHED92A

( ) Content teacher/Team taught class

APPENDIX C

INTEGRATION MODELS

1. Buddy Classes: Buddy Classes are two classes who collaborate together for intermittant, experiential activities, with the primary goal of social integration. Planning and execution of these activities are shared or distributed between the classes involved.

2. Cooperative Teaching: Cooperative or Co-Teaching is an organizational and instructional arrangement of two or more members of the school community who distribute among themselves planning, instructional and evaluation responsibilities for the same students on a regular basis for an extended period of time. (Stainback & Stainback, 1990)

3. Content Integration: Content Integration occurs when students change from their regularly assigned class to a different classroom for a specific content area or areas in order to more fully meet their social and academic needs. Content Integration occurs during specific time periods and on a individual or small group basis.

4. Whole School Integration: Whole School Integration is the arrangement of activities that allow for students at all levels to participate regardless of disability (although they may be grouped according to age). Currently in place for lunch, recess, assemblies, and other school functions.

5. Peer Tutoring: Peer Tutoring is the systematic use of students as instructional agents for other students. Examples of different program design include classwide student tutoring teams, cross-age programs, children with disabilities tutoring their peers (with or without disabilities).

6. Full Integration: Students regardless of disability, are placed in general education classrooms on a full-time, full-participation basis. Support required to meet identified individual needs is provided primarily in the classroom setting through collaborative teamwork.

FORMAT FOR INTEGRATION MODEL CONTRACTS

Definition:

Curriculum/Content:

1. Who adapts the curriculum and instructional procedures for select student(s)? _____
2. Who plans for what content? _____
3. How will the content be presented? (i.e., will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson? _____

Evaluation:

1. Who evaluates which group of students? (i.e., do team members collaborate in evaluating all/each students' performances, or is each team member primarily responsible for evaluating a subset of students? _____
2. Who is responsible for completing the student(s) grade card? _____
3. Who completes the paperwork for students identified as needing special education? _____

Discipline:

1. Who decides on the disciplinary procedures? _____
2. Who carries out the disciplinary procedures and delivers the consequences? _____

Scheduling:

1. How is scheduling to be established? (i.e., does collaboration take place on a regular consistent basis or on a more flexible basis?) _____
2. When and how often will the team members meet to discuss student(s) performance? _____
3. Who should attend these regular meetings? _____

Communication:

1. Who communicates with parents? _____
2. Who communicates with support staff (i.e., secretaries, custodians,

APPENDIX D

INTERPRETATION

ELEMENTARY REPORT CARDS

FOX CHAPEL AREA SCHOOL DISTRICT
PUPIL SERVICES, PLANNING AND EVALUATION
611 FIELD CLUB ROAD
PITTSBURGH, PA 15238-2406
(412) 963-9600, EXT. 34 FAX (412) 967-0697

FIRST GRADE REPORT CARD
INTERPRETATION

I. FORMAT

A. All progress in Reading, Mathematics, Language Arts, Handwriting, Work Habits, and Social Habits will be evaluated by "N" indicating Needs Improvement or "S" indicating Satisfactory.

B. Academic progress in Science, Health, and Social Studies will be monitored but these subjects will be non-graded.

C. An asterisk used with any grade represents the student's progress with prescribed adaptations. Prescribed adaptations provide educational support and include one or more of the following: gifted support, emotional support, instructional support, learning support, and/or life skills support.

D. If a student receives educational support, an Accommodation Checklist will be attached to the report card each grading period. Subjects checked indicate any area in which accommodations/ adaptations have been used on a regular basis in a student's academic/school program.

E. Additional comments are optional but may be added on a separate "Comment Sheet."

GRADES 2-6 REPORT CARDS
INTERPRETATION

I. FORMAT

A. Academic progress is reported on the left side of the report card. Symbols used on this side can be found at the top.

B. An asterisk used with any letter grade represents the student's progress with prescribed adaptations. Prescribed adaptations provide educational support and include one or more of the following: gifted support, emotional support, instructional support, learning support, and/or life skills support.

C. If a student receives educational support, an Accommodation Checklist will be attached to the report card each grading period. Subjects checked indicate any area in which accommodations/ adaptations have been used on a regular basis in a student's academic/school program.

D. Work habits and behavior are evaluated on the right side of the report card using symbols and the numbered comments key found on the back.

E. Additional comments are optional but may be added on a separate "Comment Sheet."

ACCOMMODATION CHECKLIST

Support Teacher(s) _____ Type of Support _____

Student Name _____ Grading Period _____

Accommodations	1st REPORT PERIOD					2nd REPORT PERIOD					3rd REPORT PERIOD					4th REPORT PERIOD				
	Lang. Arts	Math	Reading	Sci./Health	Soc. St.	Lang. Arts	Math	Reading	Sci./Health	Soc. St.	Lang. Arts	Math	Reading	Sci./Health	Soc. St.	Lang. Arts	Math	Reading	Sci./Health	Soc. St.
Testing Situation Altered																				
Instructional Materials Altered																				
Peer/Adult Tutor Provided																				
Technical Assistive Devices Used																				
Alternate Communication Modes Used																				
Behavior Intervention Used																				
Subject Area Taught By Support Teacher																				

NOTE: THIS REPORT REFLECTS MODIFICATIONS WHICH HAVE BEEN MADE FOR THE STUDENT IN THE SUBJECT INDICATED.

Modified from ADAPT Handbook.

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FOX CHAPEL AREA SCHOOL DISTRICT

ELEMENTARY PROGRESS REPORT

Name _____ Grade _____ Year _____

Teacher _____

	REPORT PERIOD				Comments – 1
	1	2	3	4	
ART					Comments – 2
EFFORT					Comments – 3
BEHAVIOR					Comments – 4

Teacher _____

	REPORT PERIOD				Comments – 1
	1	2	3	4	
MUSIC					Comments – 2
EFFORT					Comments – 3
BEHAVIOR					Comments – 4

Teacher _____

	REPORT PERIOD				Comments – 1
	1	2	3	4	
PHYSICAL EDUCATION					Comments – 2
EFFORT					Comments – 3
BEHAVIOR					Comments – 4

Homeroom Teacher _____

ACHIEVEMENT KEY	ACHIEVEMENT KEY (Grades 1 & 2 only)	EFFORT/BEHAVIOR KEY
A = Excellent B = Good C = Average D = Poor F = Failure	O = Outstanding S = Satisfactory U = Unsatisfactory	O = Outstanding S = Satisfactory U = Unsatisfactory

★ = Receives educational support

ART COMMENTS

1. Is self-motivated, independent
2. Completes work on time
3. Follows directions
4. Respects authority
5. Observes classroom rules
6. Is courteous towards classmates
7. Respects materials/property
8. Accepts constructive criticism
9. Does more than expected
10. Works well with others
11. Works with concentration
12. Shows originality in work
13. Is creative, expressive
14. Assumes responsibility for cleanup
15. Needs constant reinforcement
16. Does not complete work
17. Does not follow directions
18. Work is careless, disorganized
19. Is disrespectful, defiant
20. Ignores classroom rules
21. Is impolite to others
22. Abuses materials/property
23. Disregards help, advice
24. Puts forth minimum effort
25. Is a distraction to others
26. Strays from task
27. Sacrifices quality by rushing
28. Copies others' ideas
29. Does not use imagination

MUSIC COMMENTS

1. Participates enthusiastically
2. Brings materials to class
3. Observes classroom rules
4. Is attentive to instruction
5. Works well with others
6. Is trying to improve
7. Has difficulty maintaining a steady beat
8. Has difficulty singing in tune
9. Has difficulty reading music
10. Has difficulty with movement activities
11. Has difficulty with listening skills
12. Has difficulty with recorder skills
13. Needs to practice recorder
14. Needs to bring materials
15. Acquires new skills slowly
16. Strays from task
17. Needs to observe classroom rules
18. Needs to respect materials/instruments
19. Distracts others from instruction
20. Is impolite to others
21. Is disrespectful, defiant at times

PHYSICAL EDUCATION COMMENTS

1. Respects authority
2. Works well with others
3. Is sincerely trying to improve
4. Medically excused from class
5. Listens, follows directions
6. Proficiency of knowledge and strategy
7. Displays good sportsmanship
8. Fails to respect authority
9. Is not courteous or polite
10. Puts forth minimum effort
11. Does not accept suggestions
12. Does not listen attentively
13. Too often does not have proper shoes for activity
14. Displays poor sportsmanship

MESSAGE TO PARENTS:

The Fox Chapel Area School District is committed to an educational program which provides all students with opportunities to succeed. Inherent in this commitment is an evaluation process that accurately reflects individual achievement based on the unique abilities, talents, interests, and needs of all students.

This report is a brief summary of your child's progress. All evaluations are based on an objective performance assessment. Formal reports such as this one are prepared each quarter. More specific information or assistance is available by calling the appropriate school office.

Please call if we may be of further assistance.

ROBERT D. MYERS
Superintendent

We are an equal rights and opportunity school district.